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Editor in Chief

New Educational Review

Editor's Preface

The first number of *The New Educational Review* is the fourteenth issue of our journal since the start of its foundation in 2003. This number opens the fifth year of our functioning in the pedagogical space of central Europe. In this issue there are mainly papers from: Poland, Italy, Norway, Hungary, the Czech Republic and Finland, because our journal is open for presentation of scientific papers from all over the world. I am happy to inform our Readers that *The New Educational Review* has been nominated to the international data base EBSCO as well as it has been selected by the Editorial Development of Thomson Scientific in Philadelphia for coverage in the Social Sciences Citation Index (SSCI).

In the present issue the editorial board have proposed the following subject sessions: Special Pedagogy, Social Pedagogy, Technology of Education, Pedeutology, Axiological Aspects of Pedagogy, Educational Systems, Psychology of Gender, Motivation and Intelligence, and Chronicle.

In the first subject session there are papers connected with the subject of "Special Pedagogy". Ewa Jarosz presents a review of the most representative and frequently quoted studies in the literature, which were focused on the relationship between child abuse and disability. The author of the paper proposes a picture – a kind of systematization of the main directions of research into the subject. Ewa Wysocka shortly characterizes the compiled research survey focusing on disabled people's conceptions of their own everyday life and of social attitudes towards impairment with regard to the following categories: self-perception, perceiving environmental attitudes toward a visible disability, emotional and behavioural reactions to the patterns of behaviour displayed by the environment, assessing one's own relations with other people, making an overall evaluation of society's approach to disability. Maciej Karwowski describes a new instrument to measure creativity potential – especially creative imagination. In the author's opinion this instrument, called TCI

– Test of Creative Imagination, looks effective, culture-fair, reliable and valid, which makes it useful for an individual diagnosis of creativity as well as for scientific studies. Iwona Chrzanowska shows the effectiveness of the middle school education of mildly disabled students in the inclusive system. She tries to find an answer to the following questions: “To what extent will the mentally disabled be able to adapt to learning conditions – learning in an ordinary class in a mainstream school?” What kind of problems might they face?”

In the subject session “Social Pedagogy” Albert-Lőrincz Enikő, Kádár Annamária, Lukács-Márton, Kovács Réka Rózália in their research consider the quality of life not only in connection with health but also as concomitant of harmonious social adaptation. In their opinion the subjective experience of the quality of life is awareness of life, well-being, comfort, which may equally refer to the cognitive side, which can be measured by the frequency of experienced positive emotional states, by how often one is happy, content. Anna Brosch explores what role the cell phone plays in lives of youth and what its impact on teens’ social relationships is. They text at school, at the cinema or at home. For those with poor social connections, the cell phone offers a unique advantage: it confers instant membership in a community. Eila Jeronen, Majatta Kaikkonen, Anja Lindh, Oulun Yliopisto show the results of their empirical research concerning students, teachers and parents about the conceptions of environment and health and the Finnish health education.

In the subject session “Technology of Education” Carmello Cannarella and Valeria Piccioni show that the introduction of innovation and its implementation both at the company and territorial levels are linked to many variables among which Word of Mouth (WOM) can play a critical role and for small communities it can act as a privileged source of information determining, in many circumstances, the innovation diffusion particularly in rural areas. On the basis of a survey conducted in a rural area in Central Italy, they present the modalities through which WOM flows are concretely articulated. Monika Pilch and Jerzy Stochmiałek describe the use the information and communication technologies in the process of educating adults. They draw attention to the great importance of the media in human functioning in the physical, psychic and social sphere as well as their great potential in breaking of the boundaries of time and space in the education of an adult. Walentyna Wróblewska emphasizes the concept of the analysis of student self-education from the perspective of the subject undertaking the process in the context of the effects of university and changes of reality. Her proposed analysis is of a teaching character based on cognitive theories of the development of personality. Małgorzata Muszyńska describes the ideas of part of integrated education within which it is possible to solve the problem of support-

ing the development of interpretative abilities used in 9–10 year-old children's education on the basis of metaphors. This idea results from broadening the theoretical interests of a pedagogue and is related to an alternative shape of primary education. Krystyna Kamińska indicates cases of moving the schooling obligation to the age of six and presents law conditions and educational problems related to this obligation.

In the subject session "Pedeutology" Joanna Bulska focuses on the important facet of the quality of teaching and education – inevitable process, the teacher's work evaluation, which is an important issue of pedagogical theory and practice.

The subject session "Axiological Aspects of Pedagogy" contains a paper by Alicja Żywczok, who points at the sense-productive meaning of the life affirming attitude in the development of a young person. She argues that the true respect for life and its essential mysteries is a natural way of counteracting criminality as well as different forms of life negation, and upbrining in the affirmation of life may be a preventing measure against human degeneration.

The subject session "Educational Systems" contains a contribution by Elsa Löfsnes, who describes two in-depth research projects on Norwegian teachers' didactic thinking and planning, revealing that there can be pitfalls when trying to reach the many good but complex goals for education. She states that as we strive to create good school for everybody, we must accept that there are many challenges connected with that goal fulfilment.

The last subject session contains contributions from the psychology of gender, motivation and intelligence. Eugenia Mandal presents research into shyness from the perspective of gender and gender identity and she states that gender differences and differences between people of different gender identity in experiencing shyness include: frequency, causes, consequences (physical, emotional, cognitive, behavioural) and strategies of coping with shyness. Ivan Pavlas deals with the issue of achievement motivation in adolescents and presents the research into the level of the structure of this motivation. He focuses on finding out the total and partial scores in achievement motivation, including the description of each dimension both in boys and girls. Małgorzata Wójtowicz-Dacka describes the qualitative determinants of intellectual functioning in adolescents. From her research it follows that the intellectual functioning of adolescents while solving a certain type of cognitive tasks should be estimated both on the basis of quantitative and qualitative ratings and the effectiveness of the intellectual functioning of an individual depends on cognitive tasks, psychometric intelligence and the preferred style of thinking.

In the issue “Chronicle” one can find a review of “Upbringing. Concepts-Processes-Contexts. Interdisciplinary Approach” edited by Gdańskie Wydawnictwo Psychologiczne in Poland, written by Milena Gucma.

We hope that this edition, like the previous ones, will encourage new readers not only from the central European countries to participate in an open international discussion. On behalf of the Editors’ Board I would like to invite representatives of different pedagogical sub-disciplines and related sciences to publish their texts in *The New Educational Review*.